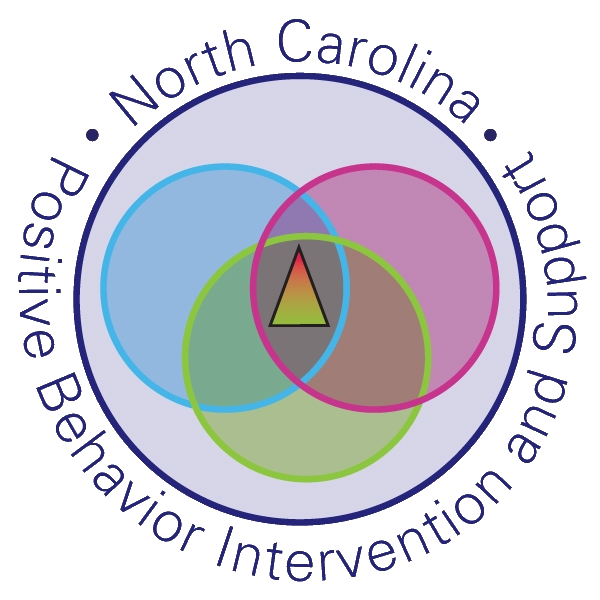
NC PBIS Module Three

Team Implementation Workbook



NC PBIS Module 3 Team Implementation Workbook

Revised June 2011

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check for updates at [www.ncpublicschools.org/positivebehavior/](http://www.ncpublicschools.org/positivebehavior/)

# PBIS Review

### Activity: PBIS Review Crossword

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| --- | --- |
| **Across:**  1. supports decision making  4. tool to evaluate school wide PBIS implementation (abbrev.)  5. supports staff  8. required team member  9. supports students  11. school wide implementation that impact approximately 80%  12. lost time  13. database for managing disciplinary data  16. secondary intervention for groups of students motivate by attention (abbrev.  19. PBIS co-founder  20. 3-5 broadly stated behaviors | **Down:**  2. Office discipline referral (abbrev.)  3. intensive individualized support  6. frequency of required meetings  7. are important for effective classroom management  10. given to increase demonstrations of appropriate behaviors  14. skills needed to be successful in relationship to others  15. shares new information and cheers for the team  17. both PBIS and RtI are this type of model  18. targeted support for groups of students |

## What is PBIS?

* **Definition:** Positive Behavior Intervention & Support (PBIS) is **“…a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students” (Sugai, et al, 2010, p. 13).**

**In Supplemental Resources:**

Four key Elements of PBIS School Improvement PBIS Continuum

Team Initiated Problem Solving (TIPS) Model [TIPS Worksheet](#_TIPS_Worksheet)

## Implementation Status

### Activity: Audit of School-wide & Secondary Implementation

1. **Identify Problems:** Assess the status of current school-wide & secondary implementation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect Data: Current Practices | | **0=Not yet, 1=Partially in place, 2=In Place** | | | |
| Date:  (MM/DD/YY) | |  |  |  |  |
| School-Wide Practices | | | | | |
| Five or fewer positively stated rules with corresponding clearly defined expected behaviors are developed for all school settings (*school matrix*). | Status: |  |  |  |  |
| Formal lesson plans or other strategies developed to teach rules and expectations. | Status: |  |  |  |  |
| Rules and expected behaviors are taught directly across the school year in all classrooms and school settings. | Status: |  |  |  |  |
| Students are taught routines & provided opportunities to practice. | Status: |  |  |  |  |
| Multiple opportunities are provided for student’s to practice school-wide rules and expected behaviors. | Status: |  |  |  |  |
| Students are acknowledged with specific feedback when they display expected behavior. | Status: |  |  |  |  |
| Student errors are corrected in a positive/instructional manner. | Status: |  |  |  |  |
| Variations in expected behaviors based on school setting taught directly (e.g., cafeteria, playground, hallway transitions). | Status: |  |  |  |  |
| Consistent Routines established to promote student success (e.g., transitions, line-up, entering and exiting cafeteria, attention signals). | Status: |  |  |  |  |
| Effective classroom management strategies used in 80% or more of classrooms. | Status: |  |  |  |  |
| Effective teaching practices are being used in 80% or more of classrooms. | Status: |  |  |  |  |
| Effective curriculum being used in 80% or more of classrooms. | Status: |  |  |  |  |
| Academic and social needs of individual students are accommodated in all classrooms. | Status: |  |  |  |  |
| Students experience high rates of success (> 70% correct) in all classrooms. | Status: |  |  |  |  |
| Systems to Support Universal Interventions | | | | | |
| PBS team has been established with administrative, faculty, staff, and parent representation. | Status: |  |  |  |  |
| PBS team has an established meeting time and format. | Status: |  |  |  |  |
| Team has developed a written short term (one year) and long term (three year) action plan based on initial PBS assessment and baseline data (e.g., office referrals). | Status: |  |  |  |  |
| PBS team has an established mechanism to communicate with building faculty and staff. | Status: |  |  |  |  |
| Need for PBS established and commitment gained among 80% or more of school faculty and staff. | Status: |  |  |  |  |
| PBS school building efforts supported by District administration. | Status: |  |  |  |  |
| PBS team receives on-going training on essential components of PBS. | Status: |  |  |  |  |
| School /District professional development opportunities allow team and staff to continually add to or improve PBS system. | Status: |  |  |  |  |
| New members are included on the team over time. | Status: |  |  |  |  |
| PBS process and procedures codified in building/district "Discipline Handbook." | Status: |  |  |  |  |
| School-wide expectations and policies shared with parents and other community members. | Status: |  |  |  |  |
| Instructional lessons and student feedback implemented consistently across all faculty and staff. | Status: |  |  |  |  |
| Supervision in place to promote effective routines (e.g., enter/exit cafeteria). | Status: |  |  |  |  |
| Behavior progress shared with students on pre-determined schedule and students progress acknowledged in multiple forums (e.g., assemblies, newsletters, student of the month). | Status: |  |  |  |  |
| Staff receive feedback on efficacy of implementation of PBS practices (e.g., monthly office referral data). | Status: |  |  |  |  |
| Staff can easily refer concerns to team regarding current or potential problem spots. | Status: |  |  |  |  |
| Team works with staff to remedy problems or breakdowns in implementation. | Status: |  |  |  |  |
| Regular opportunities for teacher assistance for behavioral support is available in the classroom or other school setting (e.g., observations, coaching, material development, problem solving). | Status: |  |  |  |  |
| Clear definitions and distinctions are made between behavioral offenses that are to be managed by staff versus those managed by building administration. | Status: |  |  |  |  |
| A continuum of consequences exist to address behavioral offenses in the a) classroom, b) non-classroom, and c) schoolwide settings | Status: |  |  |  |  |
| Current "discipline" strategies re-worked to reflect a) school-wide expectations and b) a positive instructional focus (e.g., during in-school suspension students are taught and practice social skills and self-management skills). | Status: |  |  |  |  |
| A clear plan exists to respond to emergencies or crisis such as a) fire, b) weather, c) assault/fighting, d) stranger on campus, or e) weapons on campus. Plan should include specific instructions for all adults and students and be practiced periodically throughout the school year. | Status: |  |  |  |  |
| Data-Based Decision Making | | | | | |
| A central school data collection system is in place. | Status: |  |  |  |  |
| Multiple staff can enter data into single data-base. | Status: |  |  |  |  |
| PBS Team has developed a set of questions to be answered on a formative basis using central data collection system. | Status: |  |  |  |  |
| "Discipline Referral" or Infraction form is in line with data entry codes in data collection system. | Status: |  |  |  |  |
| All behavioral offense data stored in same data-base (e.g., "discipline room" reports, major staff managed infractions). | Status: |  |  |  |  |
| Data collection system allows on-going decision making (e.g., monthly reports, when a student is seen for an offense, to identify "problem spots") in response to team questions and other. | Status: |  |  |  |  |
| Data are shared with staff in a usable format (e.g., graphs). | Status: |  |  |  |  |
| Data are used to make summative evaluations (e.g., year by year comparison, pre/post intervention). | Status: |  |  |  |  |
| Multiple data sources used to identify students who are not successful with Universal strategies alone (e.g., office referrals, teacher referral). | Status: |  |  |  |  |
| Secondary/Small Group Practices | | | | | |
| Secondary strategies developed based on student need (e.g., academic support, social skill instruction) and possible "function" of problem behavior. | Status: |  |  |  |  |
| Secondary strategies build on school-wide practices (e.g., use same set of school rules, teach similar expectations, use school reinforcement system). | Status: |  |  |  |  |
| Secondary strategies follow basic format of a) teach pro-social skill and b) build maintenance and generalization strategies. | Status: |  |  |  |  |
| A range of secondary strategies available to assist students such as social skill groups, mentors, self-management, peer tutors. | Status: |  |  |  |  |
| Secondary strategies designed to be implemented within classrooms and other school settings. | Status: |  |  |  |  |
| If secondary instructional strategies are implemented outside the classroom (i.e., "pull out" program) generalization strategies are developed and implemented consistently by staff. | Status: |  |  |  |  |
| Systems to Support Secondary/Small Group Interventions | | | | | |
| A behavioral support team routinely reviews data to identify students at-risk. | Status: |  |  |  |  |
| A simple referral process is in place to allow teachers to refer students who are beginning to display chronic patterns of challenging behavior. | Status: |  |  |  |  |
| Team develops, monitors, and assists with implementation of secondary interventions. | Status: |  |  |  |  |
| Team assists with training and support for staff who implement secondary interventions. | Status: |  |  |  |  |
| Team possess and/or can access behavioral expertise to assist in plan development. | Status: |  |  |  |  |
| Team continues to receive training on secondary practices. | Status: |  |  |  |  |
| Schedules, teaching expertise, and supervision altered by administrator to allow for implementation of secondary interventions as needed. | Status: |  |  |  |  |
| Data-Based Decision Making | | | | | |
| Parent permission secured prior to start of secondary interventions as per School District policy. | Status: |  |  |  |  |
| Individual student data routinely extracted from data-base to identify at-risk students. | Status: |  |  |  |  |
| Individual student data extracted from data-base to monitor progress of secondary interventions. | Status: |  |  |  |  |
| Teacher and parent perceptions of student progress gathered pre/post secondary intervention (e.g., surveys, rating scales, anecdotal reports). | Status: |  |  |  |  |
| Direct observation data collected formatively during past "problem spots or times." | Status: |  |  |  |  |
| All data sources used to a) celebrate success and/or b) to alter interventions to insure effectiveness. | Status: |  |  |  |  |
| Data shared with team, teaching staff, and parents. | Status: |  |  |  |  |

1. **Hypothesis & Solutions: Discuss the following with your team:**
   1. What are the strengths of your current implementation?
   2. How will you prioritize the gaps you identified?

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1. **Action Planning:** What actions do you need to take to improve your current practices? Add these to your action plan.

# Data to Support Tertiary Implementation

Tips for Success

* Problem behavior must be described in ways that are measureable, observable, and objective
* Data collected about problem behavior should include information about:
  + Frequency
  + Intensity
  + Duration
  + Context
* Data can be collected from:
  + Anecdotal notes
  + Office referrals
  + Disciplinary actions/Products from consequences
  + Behavior contracts
  + Checklists
  + DBRs
  + Direct observation
  + Interviews

## Data Collection Tools

**In Supplemental Resources:**

Frequency Counts

Duration Recording

DBRs

Classroom Management Checklist

### Activity: Tertiary Data

1. Collect Data and Identify Problems

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect Data: Tertiary Data | | **0=Not yet, 1=Partially in place, 2=In Place** | | | |
| Date:  (MM/DD/YY) | |  |  |  |  |
| Parent permission secured prior to start of secondary interventions as per School District policy. | Status: |  |  |  |  |
| Multiple data sources used to identify students who display chronic behavior (e.g., discipline referrals, absence of progress at secondary support level). | Status: |  |  |  |  |
| Pre/Post measures gathered (e.g., teacher parent rating scales, surveys, anecdotal records, discipline reports). | Status: |  |  |  |  |
| Multiple measures used to conduct Functional Assessment including "in-direct" (teacher interviews, rating scales, student self-assessment) and "direct" (direct observation). | Status: |  |  |  |  |
| Specific measurable behavioral objectives developed. | Status: |  |  |  |  |
| Direct observation data collected on a formative basis. | Status: |  |  |  |  |

1. **Hypothesis & Solutions:** What solutions can your team develop to address gaps in your tertiary data plan.

MC900442036[1]

1. **Action Steps:** Document action steps needed to put your solutions in place.

# Tertiary Systems

**In Supplemental Resources:** Checklist for Individual Student Systems (CISS)

## Tertiary Team Functions

### Activity: Tertiary Team Functions

1. **Collect Data & Identify Problems:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect Data: Tertiary Systems | | **0=Not yet, 1=Partially in place, 2=In Place** | | | |
| Date:  (MM/DD/YY) | |  |  |  |  |
| Structures exist with administrative support to organize resources and personnel to a) assess students and b) develop and implement student support plans (e.g., release from other duties, a designated building or district person such as school psychologist or behavior consultant available). | Status: |  |  |  |  |
| Specialists are consulted and participate in assessment and plan development (e.g., special educators, reading specialists, speech/language). | Status: |  |  |  |  |
| Multiple team members (or other building-based personnel) are trained to conduct Functional Assessments and develop related behavior support plans. | Status: |  |  |  |  |
| Team members receive on-going professional development and technical assistance in behavioral assessment, intervention development, and consultation/collaboration skills. | Status: |  |  |  |  |
| Family members involved in plan development and implementation including skill classes/consultation for parents. | Status: |  |  |  |  |
| External agencies involved in plan development and implementation where appropriate (e.g., mental health). | Status: |  |  |  |  |

1. **Hypothesis & Solutions:** Discuss connections to existing teams, team structure, organization & communication. Create a thinking map below that shows these structures and connections.

MC900442036[1]

1. **Action Steps:** Determine what action steps will be needed to implement, and add them to the action plan.

## Data Decision Rules

**In Supplemental Resources:** Data Decision Rules Example

### Activity: Data Decision Rules

1. **Collect Data & Identify Problems**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect Data: Tertiary Systems | | **0=Not yet, 1=Partially in place, 2=In Place** | | | |
| Date:  (MM/DD/YY) | |  |  |  |  |
| Data routinely screened to identify students who display chronic behavior (e.g., discipline referrals, absence of progress at secondary support level). | Status: |  |  |  |  |

1. **Hypothesis & Solutions:** Based on your school’s data, begin to draft data decision rules that will be used to determine when students will be considered for tertiary intervention.

MC900442036[1]

1. **Action Steps:** Document necessary action steps on your action plan.

## Tertiary Referral Process

**In Supplemental Resources:** Tertiary Referral Example

### Activity: Referral Process

1. **Identify Problems**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Collect Data: Referral Process | | **0=Not yet, 1=Partially in place, 2=In Place** | | | |
| Date:  (MM/DD/YY) | |  |  |  |  |
| Data routinely screened to identify students who display chronic behavior (e.g., discipline referrals, absence of progress at secondary support level). | Status: |  |  |  |  |
| A simple process exists for teachers to access a behavior support team when concerns arise regarding student behavior. | Status: |  |  |  |  |

1. **Hypothesis & Solutions**: Create an outline or flowchart for the tertiary referral process your school/team will use.

**MC900442036[1]**

1. **Action Steps:** Add your action steps to the action plan.

# Tertiary Practices

## Function-Based Intervention

**In Supplemental Resources:**

Functional Assessment & Intervention Sample Behavior Contracts

Teacher-Led Support & Problem-Solving TIPS Problem-Solving Worksheet

Competing Pathways Examples Competing Pathways Blank Form

### Activity: Competing Pathways Practice: Shane

Function

Problem Behavior

# Setting Event

Antecedent

Consequence

Alternative Behavior

Desired Behavior

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting Event Strategies** | **Antecedent Strategies** | **Behavior TeachingStrategies** | **Consequence Strategies** |
|  |  |  |  |

**Plan review date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

We agree to the conditions of this plan:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (date) Parent or guardian (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher (date) Teacher (date)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action Team member (date) Action Team member (date)

## ERASE Problem Behavior

**In Supplemental Resources:** ERASE Model Blank ERASE Form

### Activity: Practice ERASE Model: Elvin

Adapted from Scott, Liaupsin, & Nelson, 2002

**ERASE Process Record**

Student name: Meeting Date:

|  |  |
| --- | --- |
|  |  |

Referring Person: Date of Referral:

|  |  |
| --- | --- |
|  |  |

Team members present:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**EXPLAIN**

Reason for referral

|  |
| --- |
|  |

**REASON**

Summarize important information obtained by team members

*What do we know about the student that might help us better understand the problems he or she*

*is having?*

|  |
| --- |
|  |

General Antecedents = under what conditions is this behavior **MOST** likely to occur?

*Ex: when a peer bumps or when asked to work quietly*

General Antecedents = under what conditions is this behavior **LEAST** likely to occur?

*Ex: when engaged in favorite activity*

|  |
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Function of Behavior

*Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or*

*sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain*

*teacher attention)*

|  |
| --- |
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Hypothesis Statement

*Based on the information above, what is your best guess about why the behavior occurs?*

General Antecedents Problem Behaviors General Consequences

|  |
| --- |
|  |

**INTERVENTION**

**APPROPRIATE**

Replacement Behavior

*What should the student be doing instead? (what do others do for same function?)*

|  |
| --- |
|  |

**SUPPORT**

Predicting and Preventing Failure

*What are some circumstances or conditions that might tend to predict failure of a support plan*

*and what can be done to prevent or remove those conditions?*

|  |
| --- |
|  |

Predictable Failure & Temporary Solution

*What would make this intervention fail? How can we prevent this failure?*

|  |
| --- |
|  |

Facilitating Success

*What are some strategies that will make the replacement behavior more likely? (Ex: manipulate*

*instructional or organizational routines and schedules, change physical location of objects or*

*persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)*

|  |
| --- |
|  |

Positive Consequences for Problem Behavior

*How can natural positive consequences be made available to the student when desired*

*behavior occurs? What enhancements can be made to increase the power of natural positive consequences?*

Natural Positive Consequence, Artificial Positive Consequences, Negative Consequences for Replacement Behavior

What can be done when the student displays the problem behavior *so that the desired*

*function cannot be realized?*

|  |
| --- |
|  |

**EVALUATE**

Measure

*How will behavior change be measured? (Ex: when the student is asked to complete a task a tally*

*will be made as a measure of whether task completion.)*

|  |
| --- |
|  |

Behavioral Objective

*What are the conditions under which behavior will be measured and the criteria for success? (Ex:*

*when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80%*

*of opportunities.)*

|  |
| --- |
|  |

Condition Behavior Criteria

*When should the behavior occur? What do you want the student*

*to do?*

*How much is enough? (Use*

*the measure from above)*

|  |
| --- |
|  |

Set a date and time for follow-up meeting to discuss intervention outcomes:

**Date and time : \_\_\_\_\_\_\_\_\_\_\_\_**

Was the intervention successful – did behavior meet criterion levels? **YES NO**

If Yes, move on to new skill or increase criterion levels – specify below

If No, team must make decisions regarding how to proceed

*Ex: further assessment, adapt existing intervention, change intervention, lower criteria, hands*

*off with further monitoring*

Decision

|  |
| --- |
|  |

## Tertiary Practices

### MC900442036[1]

### Activity: Tertiary Practices

1. **Action Planning:** Review the tertiary practices w e have just talked about. Determine what action steps will be necessary to implement tertiary practices in your school and add them to your team’s action plan.

# Action Planning

## Action Planning

**In Supplemental Resources:** Meeting Minutes & Action Plan PBIS Long Term Action Plan

### MC900442036[1]Activity: Develop Action Plan & Next Meeting Plan

1. **Review the action steps your team has been developing. Evaluate and prioritize the Action steps your team created.**
2. **Determine the first three Action Items that your team will address. Use these items to create your first Meeting Minutes & Action Plan.**

|  |
| --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PBIS Team Meeting Minutes and Problem-Solving Action Plan Form** |

**Today’s Meeting:** Date: Time: Location: Facilitator: Minute Taker: Data Analyst:

**Next Meeting:** Date: Time: Location: Facilitator: Minute Taker: Data Analyst:

**Team Members (bold are present today)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Today’s Agenda Items Next Meeting Agenda Items** | | |  | **Potential Problems Raised** |
| 01.  02.  03. |  |  |  |  |

**Administrative/General Information and Issues**

| Information for Team, or Issue for Team to Address | Discussion/Decision/Task (if applicable) | Who? | By When? |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Problem-Solving Action Plan**

|  |  | Implementation and Evaluation | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Precise Problem Statement, based on review of data  (What, When, Where, Who, Why) | Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety) | Who? | By When? | Goal with Timeline | Fidelity of Imp measure | Effectiveness of Imp measure | Updates |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

**Evaluation of Team Meeting (Mark your ratings with an “X”)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior? |  |  |  |